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ABSTRACT

For the past four years, the American Council on Education has carried out a large-scale annual survey of entering college freshmen. For the last 3 years (1967-1969), questions were asked regarding student attitudes toward various campus and social issues including: (1) the campus, the student, and the role of science; (2) the family and population control; (3) rights of the citizen and the consumer; (4) the military and the draft; (5) crime and the courts; and (6) urban problems, the disadvantaged, and the racial crisis. Information was also collected on high school protest participation and on the percentage of entering freshmen who estimated the chances were very good that they would participate in protest demonstrations. Although, compared to the 1968-1969 academic year, the first half of the 1969-1970 academic year has been marked by relative campus calm, the potential for dissent and the degree of social concern have clearly been increasing among both sexes and in all types of institutions. In addition, there is an increase in students' early protest experience and in their inclination to protest. (AF)

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Social Issues and Protest Activity: Recent Student Trends

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SOCIAL ISSUES AND PROTEST ACTIVITY: RECENT STUDENT TRENDS

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Table of Contents

		Page
I.	Introduction	1
II.	Sampling Design for the CIRP Surveys	3
III.	Student Concern With the Issues: Status and Trends	5
	A. The Campus, The Student, and the Role of Science	18
	B. The Family and Population Control	19
	C. Rights of the Citizen and the Consumer	20
	D. The Military and the Draft	21
	E. Crime and the Courts	21
	F. Urban Problems, the Disadvantaged, and the Racial Crisis	22
IV.	Protest Participation Prior to College and Anticipated Future Protest Activity	23
V.	Status and Trends in Selected Characteristics of Entering Students	25
	A. Socioeconomic Background	27
	B. Race	27
	C. Intellectual Achievement	28
	D. Religious Preference	28
	E. Political Preference	28
VI.	Summary and Conclusions	29
VII.	References	33

List of Tables

Table		Page
1.	Number of Institutions and Student Respondents in CIRP Annual Freshman Normative Reports.....	4
2.	Attitudes of Entering Freshmen Toward Selected Campus and Social Issues: 1967-1969	
	A. The Campus, The Student, and the Role of Science....	6
	B. The Family and Population Control.....	9
	C. Rights of the Citizen and the Consumer.....	11
	D. The Military and the Draft.....	14
	E. Crime and the Courts.....	15
	F. Urban Problems, the Disadvantaged, and the Racial Crisis.....	16
3.	High School Protest Participation of Entering College Freshmen: 1966-1969.....	24
4.	Percentage of Entering Freshmen Who Estimate Chances are Very Good They Will Participate in Protest Activity: 1967-1969.....	26

Social Issues and Protest Activity: Recent Student Trends[1]

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To a substantial degree, the traits of the college student determine the character of the college environment. The characteristics, high school experiences, and attitudes of entering college freshmen are determinants and indicators of what the American college and university will be like over the ensuing several years. Discernable trends among recent college entrants are suggestive of the changes that may be expected to take place on the college campus. The present report focuses on the student traits and trends as they relate to the potential of campus unrest in the early 1970's.

For the past four years the American Council on Education has, through its Cooperative Institutional Research Program (CIRP), carried out a large-scale annual survey of entering college freshmen. Normative data from these annual surveys of more than a quarter million entering students have been reported in a series of publications (Astin, Panos, and Creager, 1967a, 1967b; Panos, Astin, and Creager, 1967; Creager, Astin, Boruch, and Bayer, 1968; and Creager, Astin, Boruch, Bayer, and Drew, 1969). The Student Information Forms (SIF), administered annually to entering freshmen, are designed to assess socio-demographic characteristics; academic and nonacademic achievements in secondary school; educational, career, and nonacademic expectations, plans and aspirations; reports on personal behaviors and attitudes; and self-ratings. In the past three years of the program (1967-1968-1969), a number

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[1]This research was supported in part by Grant 1 R12 MH17 084-01 from the National Institute of Mental Health.

of questions were included on the SIF's regarding student attitudes toward various campus and social issues. Many of the issues covered by the items are currently the subject of nationwide controversy; some have already been the focus of campus unrest (e.g., student power, the role of the military, special admissions policies for the disadvantaged), and others are potential issues in unrest (e.g., legalizing marijuana, gun control, control of environmental pollution). In addition, these three surveys and the earlier survey of 1966 contain items on the students' previous experiences with, and present inclinations toward, protest and demonstration activity. Consequently, analyses of these data should allow us to identify current areas of concern to American college students and to assess the potential magnitude of student activism directed toward effecting change in the academic community and the society at large. Specifically, the following questions are explored:

a. What are some of the major campus and social issues that concern today's college students?

b. Have students' attitudes toward these issues changed over recent years, and, if so, what trends are discernible?

c. What proportion of today's students are prone to bring about changes in these areas through participation in protests and demonstrations?

d. Are entering students becoming increasingly inclined to use protests and demonstrations as a means of effecting change?

e. Are the students now entering American colleges and universities more likely to exhibit characteristics that suggest an inclination toward protest than were their predecessors?

Sampling Design for the CIRP Surveys

The CIRP Student Information Forms were administered to the first-time full-time entering student cohorts of 1966 through 1969 during the freshman orientation or registration period. The sampling unit for these surveys is the institution, with institutions disproportionately selected to represent various segments of the college and university population stratified on relevant variables. Student data are then statistically weighted to correct for disproportionate selection of institutions within strata, for differential enrollments in the institutions between strata, and for nonparticipation of students within institutions.[2] The number of freshman student respondents and the number of institutions in which they enrolled -- the figures that provide the basis for the weighted normative data -- are shown in Table 1.[3] Tabulations based on these weighted data are thus representative of the total population of entering college students in each of the past four years. This report draws on some of the normative data in order to describe and to chart trends in college students' attitudes and opinions about various social issues and their inclinations to protest actively for institutional or societal change.

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[2]For additional details on the sampling and weighting procedures employed for the annual freshmen surveys, see the previously cited norms reports for 1966 through 1969, and Creager, 1968.

[3]Samples of the students included in the 1966 and 1967 freshman normative tabulations have also been re-surveyed during the summer after their freshman year. Normative tabulations, based on the 1967 follow-up survey of 1966 freshmen, have been recently published (Bayer, Drew, Astin, Boruch, and Creager, 1970). Changes over the freshman year in student attitudes and opinions on campus and national issues, and on student inclination to protest and demonstrate, are the subject of a forthcoming paper in the series of ACE research reports on campus unrest.

Table 1

Number of Institutions and Student Respondents in CIRP Annual Freshman Normative Reports

Year of College Entrance	Number of Student Respondents Included in Weighted Normative Data	Number of Institutions Used in Norms
1966	206,865	251
1967	185,848	252
1968	243,156	358
1969	169,190	270

SOURCES: ACE National Norms Reports, 1966-1969.

Student Concern With the Issues: Status and Trends

The issues on which the entering college freshmen of 1967 through 1969 were asked to express their opinions are grouped for discussion in the following six categories: (1) the campus, the student, and the role of science; (2) the family and population control; (3) rights of the citizen and the consumer; (4) the military and the draft; (5) crime and the courts; and (6) urban problems, the disadvantaged, and the racial crisis. Not only are many of these topics debated nationally, but also they have been, or show signs of becoming, issues generating campus unrest.

The normative data on student attitudes toward these issues are shown in Tables 2A - 2F, for each of the survey years and by sex and major type of institution. Overall, about one-third of the students felt the individual can do little to bring about change in society, and there seemed to be greater pessimism on this point among the most recent group (1969). At the same time, virtually all expressed discontent with some aspects of the status quo. More recent cohorts of entering students also appear more politically polarized than their predecessors. Over the past three years, for example, a growing proportion of students have taken a conservative stand on the issue of administrative control of protesters. In 1967, less than one-half of the entering freshmen agreed that college officials were too lax in dealing with student protests; in 1968, 55 percent agreed; and in 1969, more than 60 percent agreed. On the other hand, students are apparently becoming more liberal in their attitude toward permitting controversial speakers on campus. In 1967, two-fifths of the students thought that college officials have the right to ban persons with extreme views from speaking on campus; in 1968 and 1969, less than one-third took this position.

Table 2A

Attitudes of Entering Freshmen Toward Selected Campus and Social Issues: 1967-1969

(Percentages)

Issue/Sex/Type of College	Year of College Entrance 1967	1968	1969
THE CAMPUS, THE STUDENT, AND THE ROLE OF SCIENCE			
Faculty should design curriculum[a]			
Men			
Two-year colleges	84.4	---	---
Four-year colleges	86.9	---	---
Universities	85.9	---	---
Total	85.8	---	---
Women			
Two-year colleges	84.4	---	---
Four-year colleges	85.0	---	---
Universities	84.0	---	---
Total	84.6	---	---
Students should design curriculum[a]			
Men			
Two-year colleges	---	89.4	88.6
Four-year colleges	---	87.6	87.6
Universities	---	89.3	87.6
Total	---	88.7	88.0
Women			
Two-year colleges	---	91.1	91.2
Four-year colleges	---	90.8	91.6
Universities	---	91.5	91.1
Total	---	91.1	91.4
Base faculty promotions on student evaluations[a]			
Men			
Two-year colleges	62.5	62.8	67.0
Four-year colleges	62.7	63.7	68.6
Universities	65.3	66.0	70.4
Total	63.4	64.1	68.5
Women			
Two-year colleges	57.2	58.2	62.7
Four-year colleges	61.0	61.9	66.9
Universities	63.8	65.3	69.6
Total	60.6	62.0	66.3
Colleges too lax on protesters[a]			
Men			
Two-year colleges	56.9	60.8	65.1
Four-year colleges	50.7	57.5	63.6
Universities	44.9	55.2	60.8
Total	51.2	57.8	63.3
Women			
Two-year colleges	50.0	54.7	58.3
Four-year colleges	42.8	49.7	56.3
Universities	37.8	46.9	53.7
Total	43.6	50.2	56.2

Table 2A (continued)

Attitudes of Entering Freshmen Toward Selected Campus and Social Issues: 1967-1969

(Percentages)

Issue/Sex/Type of College	Year of College Entrance 1967	1968	1969
THE CAMPUS, THE STUDENT, AND THE ROLE OF SCIENCE			
Government should control student activists[b]			
Men			
Two-year colleges	---	---	47.3
Four-year colleges	---	---	48.3
Universities	---	---	44.6
Total	---	---	46.9
Women			
Two-year colleges	---	---	51.3
Four-year colleges	---	---	47.9
Universities	---	---	44.7
Total	---	---	48.1
College has right to ban speaker[a]			
Men			
Two-year colleges	47.0	38.2	39.5
Four-year colleges	42.1	33.7	33.3
Universities	36.8	29.9	29.9
Total	42.3	34.0	34.7
Women			
Two-year colleges	41.6	34.6	33.3
Four-year colleges	35.5	27.8	27.6
Universities	31.0	25.3	25.6
Total	36.1	28.8	28.9
Student publications should be cleared[a]			
Men			
Two-year colleges	59.5	63.1	58.9
Four-year colleges	49.8	55.6	51.4
Universities	43.0	48.6	43.5
Total	51.1	55.8	52.0
Women			
Two-year colleges	65.9	66.7	61.1
Four-year colleges	51.1	56.0	50.3
Universities	46.2	50.1	44.1
Total	53.5	57.1	52.0
College should control off-campus behavior[a]			
Men			
Two-year colleges	---	23.2	22.5
Four-year colleges	---	25.8	20.8
Universities	---	19.5	17.3
Total	---	23.0	20.4
Women			
Two-year colleges	---	24.0	21.9
Four-year colleges	---	26.5	19.2
Universities	---	19.0	15.8
Total	---	23.6	19.1

Table 2A (continued)

Attitudes of Entering Freshmen Toward Selected Campus and Social Issues: 1967-1969

(Percentages)

Issue/Sex/Type of College	Year of College Entrance 1967	1968	1969
THE CAMPUS, THE STUDENT, AND THE ROLE OF SCIENCE			
College sports should be de-emphasized[a]			
Men			
Two-year colleges	21.4	---	---
Four-year colleges	20.6	---	---
Universities	20.7	---	---
Total	20.9	---	---
Women			
Two-year colleges	19.2	---	---
Four-year colleges	21.0	---	---
Universities	21.5	---	---
Total	20.6	---	---
Scientists should publish all findings[a]			
Men			
Two-year colleges	47.8	56.4	59.3
Four-year colleges	47.7	58.0	58.3
Universities	48.0	58.8	58.2
Total	47.8	57.7	58.7
Women			
Two-year colleges	37.6	49.0	51.4
Four-year colleges	38.9	49.4	50.2
Universities	38.8	50.7	51.0
Total	38.5	49.7	50.8

[a]Figures in table indicate percent checking "agree strongly" or "agree somewhat."

[b]Figures in table indicate percent checking that the Federal government should "initiate new crash program" or "increase involvement from current level."

NOTE: See the CIRP Student Information Form in the appendices of the ACE National Norms reports for exact wording of all items.

SOURCES: ACE National Norms Reports, 1967-1969.

Table 2B

Attitudes of Entering Freshmen Toward Selected Campus and Social Issues: 1967-1969

(Percentages)

Issues/Sex/Type of College	Year of College Entrance 1967	1968	1969
THE FAMILY AND POPULATION CONTROL			
Married women belong at home[a]			
Men			
Two-year colleges	71.4	---	---
Four-year colleges	66.5	---	---
Universities	60.6	---	---
Total	66.5	---	---
Women			
Two-year colleges	51.6	---	---
Four-year colleges	43.2	---	---
Universities	37.9	---	---
Total	44.3	---	---
Parents should be discouraged from having large family[a]			
Men			
Two-year colleges	48.3	---	---
Four-year colleges	46.9	---	---
Universities	52.2	---	---
Total	48.8	---	---
Women			
Two-year colleges	32.8	---	---
Four-year colleges	32.9	---	---
Universities	37.4	---	---
Total	34.0	---	---
Abortions should be legalized[a]			
Men			
Two-year colleges	---	---	73.1
Four-year colleges	---	---	78.3
Universities	---	---	83.8
Total	---	---	77.9
Women			
Two-year colleges	---	---	69.1
Four-year colleges	---	---	74.0
Universities	---	---	79.9
Total	---	---	74.1
Divorce laws should be liberalized[a]			
Men			
Two-year colleges	---	---	47.6
Four-year colleges	---	---	44.7
Universities	---	---	47.1
Total	---	---	46.5
Women			
Two-year colleges	---	---	36.6
Four-year colleges	---	---	33.9
Universities	---	---	35.6
Total	---	---	35.2

Table 2B (continued)

Attitudes of Entering Freshmen Toward Selected
Campus and Social Issues: 1967-1969

(Percentages)

Issues/Sex/Type of College	Year of College Entrance 1967	1968	1969
THE FAMILY AND POPULATION CONTROL			
Government should use tax to control birth[b]			
Men			
Two-year colleges	---	---	32.0
Four-year colleges	---	---	34.2
Universities	---	---	35.8
Total	---	---	33.9
Women			
Two-year colleges	---	---	28.0
Four-year colleges	---	---	28.7
Universities	---	---	30.2
Total	---	---	28.9

[a]Figures in table indicate percent checking "agree strongly" or "agree somewhat."

[b]Figures in table indicate percent checking that the Federal government should "initiate new crash program" or "increase involvement from current level."

NOTE: See the CIRP Student Information Form in the appendices of the ACE National Norms reports for exact wording of all items.

SOURCES: ACE National Norms Reports, 1967-1969.

Table 2C

Attitudes of Entering Freshmen Toward Selected Campus and Social Issues: 1967-1969

(Percentages)

Issue/Sex/Type of College	Year of College Entrance 1967	1968	1969
RIGHTS OF THE CITIZEN AND THE CONSUMER			
Cigarette advertising should be outlawed[a]			
Men			
Two-year colleges	---	40.0	---
Four-year colleges	---	41.3	---
Universities	---	38.4	---
Total	---	40.0	---
Women			
Two-year colleges	---	43.1	---
Four-year colleges	---	43.5	---
Universities	---	40.6	---
Total	---	42.5	---
Government should control cigarette advertising[b]			
Men			
Two-year colleges	---	---	35.8
Four-year colleges	---	---	43.7
Universities	---	---	42.9
Total	---	---	40.5
Women			
Two-year colleges	---	---	39.6
Four-year colleges	---	---	44.5
Universities	---	---	42.8
Total	---	---	42.5
Government should eliminate T.V. violence[b]			
Men			
Two-year colleges	---	---	17.9
Four-year colleges	---	---	19.7
Universities	---	---	17.9
Total	---	---	18.5
Women			
Two-year colleges	---	---	27.7
Four-year colleges	---	---	30.6
Universities	---	---	28.5
Total	---	---	29.1
Use of cars should be restricted to control urban pollution[a]			
Men			
Two-year colleges	---	44.7	---
Four-year colleges	---	46.7	---
Universities	---	46.4	---
Total	---	46.0	---
Women			
Two-year colleges	---	43.5	---
Four-year colleges	---	45.1	---
Universities	---	44.9	---
Total	---	44.6	---

Table 2C (continued)

Attitudes of Entering Freshmen Toward Selected Campus and Social Issues: 1967-1969

(Percentages)

Issue/Sex/Type of College	Year of College Entrance 1967	1968	1969
RIGHTS OF THE CITIZEN AND THE CONSUMER			
Government should control environmental pollution[b]			
Men			
Two-year colleges	---	---	84.7
Four-year colleges	---	---	92.0
Universities	---	---	94.3
Total	---	---	89.9
Women			
Two-year colleges	---	---	85.3
Four-year colleges	---	---	91.3
Universities	---	---	93.1
Total	---	---	90.0
Government should protect consumer[b]			
Men			
Two-year colleges	---	---	71.3
Four-year colleges	---	---	72.5
Universities	---	---	72.8
Total	---	---	72.1
Women			
Two-year colleges	---	---	70.3
Four-year colleges	---	---	71.5
Universities	---	---	70.9
Total	---	---	71.0
Marijuana should be legalized[a]			
Men			
Two-year colleges	---	19.5	27.2
Four-year colleges	---	20.5	26.5
Universities	---	24.4	31.1
Total	---	21.4	28.1
Women			
Two-year colleges	---	13.7	20.3
Four-year colleges	---	16.5	21.7
Universities	---	20.4	25.6
Total	---	16.9	22.4
Voting age should be 18[a]			
Men			
Two-year colleges	70.1	---	---
Four-year colleges	72.0	---	---
Universities	71.0	---	---
Total	71.1	---	---
Women			
Two-year colleges	57.2	---	---
Four-year colleges	57.2	---	---
Universities	57.2	---	---
Total	57.2	---	---

Table 2C (continued)

Attitudes of Entering Freshmen Toward Selected Campus and Social Issues: 1967-1969

(Percentages)

Issue/Sex/Type of College	Year of College Entrance 1967	1968	1969
RIGHTS OF THE CITIZEN AND THE CONSUMER			
Government should control firearms[b]			
Men			
Two-year colleges	---	---	36.2
Four-year colleges	---	---	42.3
Universities	---	---	43.3
Total	---	---	40.3
Women			
Two-year colleges	---	---	57.4
Four-year colleges	---	---	61.0
Universities	---	---	60.9
Total	---	---	59.9

[a]Figures in table indicate percent checking "agree strongly" or "agree somewhat."

[b]Figures in table indicate percent checking that the Federal government should "initiate new crash program" or "increase involvement from current level."

NOTE: See the CIRP Student Information Form in the appendices of the ACE National Norms reports for exact wording of all items.

SOURCES: ACE National Norms Reports, 1967-1969.

Table 2D

Attitudes of Entering Freshmen Toward Selected Campus and Social Issues: 1967-1969

(Percentages)

Issue/Sex/Type of College	Year of College Entrance 1967	1968	1969
THE MILITARY AND THE DRAFT			
Army should be voluntary[a]			
Men			
Two-year colleges	---	38.5	55.6
Four-year colleges	---	41.3	58.7
Universities	---	43.5	61.1
Total	---	41.1	58.2
Women			
Two-year colleges	---	28.9	41.8
Four-year colleges	---	32.4	46.7
Universities	---	32.8	47.3
Total	---	31.6	45.3
Women should be drafted[a]			
Men			
Two-year colleges	26.6	---	---
Four-year colleges	27.5	---	---
Universities	28.4	---	---
Total	27.5	---	---
Women			
Two-year colleges	18.5	---	---
Four-year colleges	21.2	---	---
Universities	24.6	---	---
Total	21.3	---	---
Government should increase veteran benefits[b]			
Men			
Two-year colleges	---	---	46.1
Four-year colleges	---	---	37.4
Universities	---	---	32.8
Total	---	---	39.3
Women			
Two-year colleges	---	---	35.8
Four-year colleges	---	---	29.1
Universities	---	---	27.4
Total	---	---	30.7

[a]Figures in table indicate percent checking "agree strongly" or "agree somewhat."

[b]Figures in table indicate percent checking that the Federal government should "initiate new crash program" or "increase involvement from current level."

NOTE: See the CIRP Student Information Form in the appendices of the ACE National Norms reports for exact wording of all items.

SOURCES: ACE National Norms Reports, 1967-1969.

Table 2E

Attitudes of Entering Freshmen Toward Selected Campus and Social Issues: 1967-1969

(Percentages)

Issue/Sex/Type of College	Year of College Entrance 1967	1968	1969
CRIME AND THE COURTS			
Government should increase crime prevention[b]			
Men			
Two-year colleges	---	---	85.1
Four-year colleges	---	---	88.8
Universities	---	---	88.9
Total	---	---	87.4
Women			
Two-year colleges	---	---	86.8
Four-year colleges	---	---	90.6
Universities	---	---	90.9
Total	---	---	89.5
Courts protect criminal too much[a]			
Men			
Two-year colleges	---	---	60.0
Four-year colleges	---	---	59.6
Universities	---	---	60.4
Total	---	---	60.0
Women			
Two-year colleges	---	---	47.6
Four-year colleges	---	---	45.9
Universities	---	---	47.4
Total	---	---	46.8
Capital punishment should be abolished[a]			
Men			
Two-year colleges	---	---	46.7
Four-year colleges	---	---	51.9
Universities	---	---	52.4
Total	---	---	50.0
Women			
Two-year colleges	---	---	53.8
Four-year colleges	---	---	61.5
Universities	---	---	61.3
Total	---	---	59.0

[a]Figures in table indicate percent checking "agree strongly" or "agree somewhat."

[b]Figures in table indicate percent checking that the Federal government should "initiate new crash program" or "increase involvement from current level."

NOTE: See the CIRP Student Information Form in the appendices of the ACE National Norms reports for exact wording of all items.

SOURCES: ACE National Norms Reports, 1967-1969.

Table 2F

Attitudes of Entering Freshmen Toward Selected Campus and Social Issues: 1967-1969

(Percentages)

Issue/Sex/Type of College	Year of College Entrance 1967	1968	1969
URBAN PROBLEMS, THE DISADVANTAGED, AND THE RACIAL CRISIS			
Disadvantaged student should get preferential college admission[a]			
Men			
Two-year colleges	52.7	48.7	48.7
Four-year colleges	44.0	42.3	41.3
Universities	38.4	38.6	38.4
Total	45.3	43.2	43.3
Women			
Two-year colleges	47.2	42.9	42.8
Four-year colleges	38.6	39.6	37.8
Universities	37.6	36.6	36.2
Total	40.8	39.6	39.0
Urban problems require much money[a]			
Men			
Two-year colleges	---	52.1	---
Four-year colleges	---	52.6	---
Universities	---	50.1	---
Total	---	51.7	---
Women			
Two-year colleges	---	48.8	---
Four-year colleges	---	51.0	---
Universities	---	47.9	---
Total	---	49.6	---
Government should provide disadvantaged with financial aid[b]			
Men			
Two-year colleges	---	---	52.0
Four-year colleges	---	---	50.7
Universities	---	---	48.4
Total	---	---	50.5
Women			
Two-year colleges	---	---	52.7
Four-year colleges	---	---	53.5
Universities	---	---	51.2
Total	---	---	52.6
Government should give disadvantaged compensatory education[b]			
Men			
Two-year colleges	---	---	67.3
Four-year colleges	---	---	67.3
Universities	---	---	66.7
Total	---	---	67.1
Women			
Two-year colleges	---	---	72.6
Four-year colleges	---	---	74.3
Universities	---	---	72.9
Total	---	---	73.4

Table 2F (continued)

Attitudes of Entering Freshmen Toward Selected Campus and Social Issues: 1967-1969

(Percentages)

Issue/Sex/Type of College	Year of College Entrance 1967	1968	1969
URBAN PROBLEMS, THE DISADVANTAGED, AND THE RACIAL CRISIS			
Government should eliminate poverty[b]			
Men			
Two-year colleges	---	---	73.9
Four-year colleges	---	---	76.0
Universities	---	---	75.7
Total	---	---	75.1
Women			
Two-year colleges	---	---	79.7
Four-year colleges	---	---	82.5
Universities	---	---	81.6
Total	---	---	81.4
Government should desegregate schools[b]			
Men			
Two-year colleges	---	---	49.3
Four-year colleges	---	---	52.8
Universities	---	---	52.6
Total	---	---	51.4
Women			
Two-year colleges	---	---	53.2
Four-year colleges	---	---	58.0
Universities	---	---	57.7
Total	---	---	56.4

[a] Figures in table indicate percent checking "agree strongly" or "agree somewhat."

[b] Figures in table indicate percent checking that the Federal government should "initiate new crash program" or "increase involvement from current level."

NOTE: See the CIRP Student Information Form in the appendices of the ACE National Norms reports for exact wording of all items.

SOURCES: ACE National Norms Reports, 1967-1969.

The data also indicate that, in general, men were more polarized on the issues than were women and that, on the majority of issues, men took a more liberal position. Students enrolled in two-year colleges tended to express more conservative attitudes than did those enrolled in the four-year colleges and universities, a finding that is consistent with the self-characterizations of students matriculating in the different types of schools. In 1969, 29 percent of the students entering junior colleges, 34 percent of those entering four-year colleges, and 36 percent of those entering universities stated their current political preference as either "liberal" or "left" (Creager, Astin, Boruch, Bayer, and Drew, 1969).

The Campus, the Student, and the Role of Science

Students were in strong agreement that they should have a substantial say in the structuring of their education. In 1967, 85 percent of the entering students agreed that the faculty is more competent than are students to design the curriculum; in 1968 and 1969, however, almost 90 percent of the students thought that students also should have a major role in specifying the curriculum. Increasing proportions of students -- more than two-thirds in 1969 -- also believed that faculty promotions should be based in part on student evaluations. There is little difference between men and women, or between students enrolling at different types of institutions, with respect to agreement with these items.

As noted previously,increasing proportions of students, particularly men and students in junior colleges, stated that colleges have been too lax in dealing with campus protesters. Almost half (47 percent of the men, 48 percent of the women) of the 1969 entering freshmen expressed the opinion that the Federal government should do more toward controlling campus activists.

However, the proportions who felt that the college should have the authority to ban controversial speakers (one-third agreed in 1969), to clear student publications (one-half agreed in 1969), and to regulate student behavior off campus (one-fifth agreed in 1969) decreased. Again, men and students entering junior colleges, were more likely to agree that colleges should maintain authority in these areas.

In 1967, entering students were asked whether they thought colleges would be improved if less emphasis was given to organized sports. One-fifth agreed with this statement, and there were no major differences in opinion between sexes or between students entering the various types of institutions.

In all three years, students were asked whether they thought scientists should publish their findings regardless of the possible consequences. In 1967, 48 percent of the men and 38 percent of the women agreed that they should. In 1968, these figures increased by an additional 10 percent, and, in 1969, 59 percent of the entering freshman men and 51 percent of the women adopted this view.

The Family and Population Control

In 1968, the students were not asked about their attitudes toward population control, marriage, or the family. In the previous year, however, the SIF contained two questions on these topics, one relating to the woman's role, and the other to limitations on family size. In the first case, men were more likely to take the traditional position. Forty-four percent of the entering freshman women, and two-thirds of the men, agreed that the activities of married women are best confined to the home and family. Students entering two-year colleges, in particular, were likely to support this conventional view of the woman's role; students entering the universities were far less

likely to accept this role definition. With respect to the second item, only one-third of the women, but almost half of the men, agreed that parents should be discouraged from having large families.

In 1969, students were asked to express their opinions about legalizing abortion, liberalizing divorce laws, and instituting Federal tax incentives to control the birth rate. About one-third of the students agreed with the last of these points. More than one-third of the women (35 percent) and almost one-half of the men (46 percent) felt that divorce laws should be liberalized. Fully three-fourths of all the students agreed that abortion should be legalized, at least under some conditions.

Rights of the Citizen and the Consumer

In 1968, two-fifths of the entering freshmen agreed that cigarette advertising should be outlawed on radio and television; in 1969, the same proportion agreed that the Federal government should increase its efforts to control cigarette advertising. Approximately one-fourth of the 1969 freshmen (18 percent of the men, 29 percent of the women) also thought that the Federal government should take steps to eliminate violence from television.

Pollution control and protection of the consumer are areas of substantial concern to a large majority of students. In 1968, 45 percent of the entering students agreed that, to reduce air pollution in large cities, limitations should be put on the use of motor vehicles -- a rather drastic measure. In 1969, 90 percent of the students expressed the opinion that the Federal government should either increase its involvement or initiate new crash programs in pollution control. Over 70 percent of the students also agreed that the Federal government should do more to protect the consumer.

In 1968, one-fifth of the students thought that marijuana should be

legalized; the figure increased to fully one-quarter in the following year. Almost two-thirds of the 1967 entering freshmen agreed that the voting age should be lowered to 18; and one-half of the 1969 sample said that the Federal government should take action to control firearms.

The Military and the Draft

Student attitudes regarding the draft have shown the most dramatic one-year change of all the issues covered in the CIRP surveys, perhaps due to the adoption of the lottery system and the resulting publicity in the past year. In 1968, more than a third of the entering freshmen (41 percent of the men, 32 percent of the women) expressed the opinion that only volunteers should serve in the armed forces. One year later, the proportion had increased substantially: more than half (58 percent of the men, 45 percent of the women) agreed with the statement. In 1967, entering students were asked their opinion about whether women as well as men should be subject to the draft. One-fifth (21 percent) of the women and more than one-quarter (28 percent) of the men agreed that they should.

In 1969, entering students were asked whether they favored increased Federal benefits for veterans. Thirty-one percent of the women and 39 percent of the men said they did. The greatest support for increased veteran benefits was expressed by students entering two-year colleges; the least, by students enrolling in the universities.

Crime and the Courts

The vast majority of students seemed to be worried about the crime rate. Between 85 and 90 percent of all 1969 entering students, whatever their sex and institutional affiliation, concurred with the statement that the Federal government should increase its involvement or initiate new crash programs

in crime prevention. More than half (60 percent of the men, 47 percent of the women) agreed that the courts gave too much attention to the rights of the criminal. With respect to capital punishment, half the men and 59 percent of the women thought that the death penalty should be abolished.

Urban Problems, the Disadvantaged, and the Racial Crisis

In all three survey years, 1967 through 1969, the SIF contained the item "Students from disadvantaged social backgrounds should be given preferential treatment in college admissions." Consistently over the three years, slightly more than two-fifths of the entering students expressed agreement with this item. Men were somewhat more apt to approve of such a special admissions program. Students enrolling in two-year colleges were most likely to favor a preferential system, and students entering the universities least likely.

In 1968, half of the students agreed that huge investments of Federal money were required to solve urban problems. In 1969, an equal proportion agreed that the Federal government should increase its assistance to the disadvantaged through compensatory financial aid, and more than two-thirds thought that the Federal government should provide additional programs of compensatory education for the disadvantaged. Fully three-fourths of the 1969 freshmen (75 percent of the men, 81 percent of the women) expressed the opinion that the Federal government should either increase its efforts or initiate new crash programs to eliminate poverty in the United States.

More than half of the 1969 freshmen -- particularly the women -- thought the Federal government should do more to effect school desegregation. Students entering four-year colleges were slightly more inclined, and students entering junior colleges slightly less inclined, to favor greater Federal involvement in this area.

Protest Participation Prior to College and Anticipated Future Protest Activity

Not only have there been significant changes in entering students' attitudes toward campus and social issues, but students have also been increasing their protest activities in an attempt to effect change on these issues. Student activism in high school has been rising significantly, and such increases are likely to therefore be observable in the colleges as well.

Since 1966, entering freshman students have been administered a SIF item inquiring whether they had participated in protests or demonstrations during their last high school year. Although the format of the item has been changed from year to year, it is clear that the proportion of college entrants who participated in demonstrations during their precollege years has been steadily increasing. In 1966, 16 percent of entering freshmen stated that they had participated in a demonstration during the preceding year; of the 1969 entering freshmen, substantially more than two-fifths, and probably more than one-fourth, had participated in some demonstration involving either high school, racial, or military policies (Table 3).

Freshman men were generally more likely than were women to say that they had participated in a demonstration in the year preceding college entrance. Freshmen entering two-year colleges were less likely to report previous protest participation than were those entering other types of colleges. Freshmen at four-year colleges were somewhat more likely to have participated in a demonstration than were freshmen at universities. However, the absolute as well as the proportionate numbers of students in all of these types of institutions represent a substantial base of entering students who are experienced in protest activity.

Participation in precollege protest was more likely to focus on high school administrative policy than on the broad national issues of military policy or racial

Table 3

High School Protest Participation
of Entering College Freshmen: 1966-1969

Percent Reporting During Last High School Year They Frequently or Occasionally:	Two-Year Colleges		Four-Year Colleges		Universities		Total All Institutions	
	Men	Women	Men	Women	Men	Women	Men	Women
1966								
Participated in a Demonstration	14.3	14.9	18.1	16.3	14.6	12.4	16.0	14.9
1967								
Participated in a Demonstration	16.3	14.8	17.8	16.0	17.1	14.6	17.1	15.3
1968								
Protested Against Vietnam War	4.1	3.0	5.4	4.8	5.0	4.4	4.9	4.2
Protested Against Racial Discrimination	5.4	4.9	8.5	8.3	6.8	7.2	7.0	7.1
Protested Against High School Administration	15.1	11.3	19.0	15.9	18.1	14.7	17.5	14.3
1969								
Demonstrated for Change in Military Policy	7.4	3.7	7.9	5.6	8.0	5.2	7.7	4.9
Demonstrated for Change in Racial Policy	11.0	7.8	13.8	11.5	13.0	11.3	12.5	10.3
Demonstrated for Change in High School Policy	20.6	17.8	26.4	23.8	26.5	24.1	24.2	22.0

SOURCES: ACE National Norms Reports, 1966-1969.

discrimination. In 1969, twice as many students (24 percent of the men, 22 percent of the women) had participated in a demonstration for change in high school policies as had demonstrated for change in racial policies. Participation in demonstrations for change in military policy was even less prevalent; only 8 percent of the men and 5 percent of the women reported that they had protested on this issue.

Since 1967, students have also been asked to indicate their "best guess" as to the chances ("very good chance," "some chance," "very little chance," "no chance") of their participating in a protest or demonstration. In 1967, only 5 percent of the men and 4 percent of the women said there was a "very good chance" they would do so. This percentage dropped slightly among 1968 entering freshmen, but rose substantially among the 1969 entrants (Table 4).

In 1969, women students said that they would be most likely to protest existing racial or ethnic policies (6 percent). They were also more likely to protest U.S. military policy (6 percent) than college administrative policy (2 percent). Men tended to anticipate participation in protests over U.S. military policy (7 percent) rather than over racial/ethnic policies (6 percent) or college administrative policy (2 percent). Students enrolling in junior colleges were least likely, and those entering universities most likely, to estimate that there was a "very good chance" they would participate in protest activity.

Status and Trends in Selected Characteristics of Entering Students

Several studies have attempted to identify some of the characteristics of protesting students (e.g., Astin, 1968; Baird, 1969; Flacks, 1967). Among the student variables highly associated with campus protest activity are socioeconomic background, intellectual achievement, race, religious affiliation, and political preference. It has been found that the intellectually

Table 4

Percentage of Entering Freshmen Who Estimate Chances are Very Good They Will Participate in Protest Activity: 1967-1969

Percent Reporting Very Good Chance They Will:	Two-Year Colleges		Four-Year Colleges		Universities		Total All Institutions	
	Men	Women	Men	Women	Men	Women	Men	Women
1967								
Participate in protest or demonstration	4.0	2.9	5.7	4.8	5.4	4.5	5.1	4.2
1968								
Participate in protest or demonstration	3.4	2.5	4.8	4.5	4.6	4.3	4.3	3.9
1969								
Protest U.S. military policy	5.8	3.5	7.9	6.6	8.2	6.7	7.2	5.6
Protest college administration policy	1.2	1.0	2.4	2.0	3.2	2.6	2.2	1.8
Protest racial/ethnic policy	4.2	3.5	7.5	7.7	7.7	8.0	6.3	6.4

SOURCES: ACE National Norms Reports, 1967-1969.

superior student who comes from a high socioeconomic family, who says that his religious preference is Jewish or "none," and who characterizes himself as liberal is more likely than other students to participate in campus protests or demonstrations. If the campus protest incident involves minority group issues -- the most prevalent focus of protest in the past year -- black students are also more likely to be involved than are nonblacks. From the normative data available through the Cooperative Institutional Research Program, we sought to ascertain whether there are discernible trends in these student characteristics which might suggest greater inclination to participate in protest activity among the more recent college entrants.

Socioeconomic Background

In general, the entering freshman's level of family affluence rose over the period 1966-1969, but there was no major change in socioeconomic background as reflected in parents' education. Between 1966 and 1969, the proportion of freshmen reporting that their parents' income was over $10,000 increased from 46 percent to 55 percent. The proportion of students who reported that their fathers had less than a high school education remained the same -- one-fourth -- over the period.

Race

While the absolute number of black students who enroll in college has increased substantially in recent years, the relative proportion of entering freshmen who are black has only increased from about 5 percent of the total in 1966 to 6 percent in 1969. The representation of blacks among new college students is still far below their representation in the college-age population (about 12 percent).

However, it is not the percentage of black students in a college, but

the absolute numbers of blacks which is related to the incidence of campus protest on minority group issues (Astin, 1969). Much larger proportions of black students are now entering predominantly white schools, especially the nonpublic colleges and the universities located outside of the Southern states. In the first year of the Cooperative Institutional Research Program, 1966, substantially more than half of all black entering freshmen attended predominantly black institutions; by 1969, only two-fifths of all the black freshmen enrolled in these institutions.

Intellectual Achievement

In trying to assess recent trends in the ability level of entering freshmen, we are hampered by the lack of objective measures on a national normative basis. However, the information collected annually by ACE since 1966 indicates that the proportion of freshmen with high academic achievements -- as measured by high school grade point average, high school membership in a scholastic honor society, or receipt of a Certificate of Merit or Letter of Commendation in the National Merit Program -- has not increased over time.

Religious Preference

In 1966, 4 percent of entering freshmen reported their religious preference as Jewish; 7 percent said they had no religious preference. In 1969, the proportion of entering freshmen who stated Jewish religious preference had dropped slightly. On the other hand, the proportion who stated that they had no religious preference had almost doubled over the four years -- to 13.2 percent in 1969.

Political Preference

In 1966, students were asked to rate themselves politically against

"the average student" of their own age. Less than one-fifth of the 1966 entering freshmen (20 percent of the men, 18 percent of the women) rated themselves above average on political liberalism. The 1967 and 1968 surveys contained no item on political preference. In 1969, however, an item, although in a different format from that used in 1966, was again adopted. It asked the student (a) to characterize his current political preference and (b) to state what he expected his political preference would be in four years. Almost one-third (34 percent of the men, 30 percent of the women) said that their current political preference was "left" or "liberal." With respect to expected preference four years later, almost two-fifths (38 percent of the men, 40 percent of the women) responded "left" or "liberal." Although the freshman data from 1966 and 1969 are not directly comparable, they suggest increasing liberalism among recent cohorts of entering college students. It is also clear that larger proportions of students expect that they will become more liberal during the college years.

Summary and Conclusions

In the 1968-1969 academic year, campus unrest reached a new peak of intensity and frequency. Major incidents of unrest occurred at more than a fifth of the nation's 2,300 colleges and universities. An estimated 145 campuses experienced at least one protest incident involving violence, and an additional estimated 379 institutions experienced a nonviolent but disruptive protest (Bayer and Astin, 1969).

In contrast, the first half of the 1969-1970 academic year has so far been marked by relative campus calm, at least in terms of the incidence of major disruption or violence, even though many of the issues which were the focus of unrest in 1968-69 are unresolved. Are we to conclude, then, that students

have reverted to the complacency of the "Silent Fifties"? The data presented in this report suggest not. The apparent calm is possibly only an aberration, produced by the mass media's ennui with campus protest and by their constant search for fresh "newsworthy" material. Or perhaps it is attributable to student involvement with the Moratorium or to the splintering of radical groups during the summer or to the growing tendency among college administrators to take a firm and vocal stand against disruptive dissenters and to make fuller use of court injunctions in forestalling protest.

A perusal of student newspapers indicates that the vast majority of American college campuses have experienced at least one incident of protest since the beginning of the 1969-1970 academic year. Perhaps the more moderate nature of these incidents, compared with those of the previous year, explains why our campuses seem fairly tranquil at present. Nevertheless, the potential for dissent and the degree of social concern have clearly been increasing among both sexes and in all types of institutions. Thus, we can probably expect campus dissent in the future, but it is not possible at this time to say whether this dissent will express itself through traditional democratic means, through the violent and disruptive means often used in the late 1960's, or through guerrilla tactics. Indeed, widespread support of the issues may in itself produce no active protest but result rather in cynicism about society and the entire educational process, passive resistance, and silent obstructionism.

The issues themselves may change, as some of the survey results indicate. But the increase in students' early protest experience, in their inclination to protest, and in their concern over social issues precludes the possibility that our campuses will, in the near future, be characterized by the student indifference of the 1950's. There are many new issues which hold the potential for drawing substantially larger numbers of students to protest than were involved

in such activity in the 1960's. In addition, the more recent college entrants are manifesting increased concern about many issues of previous years.

Of the national issues that could unify virtually the entire college community, pollution control and crime prevention are by far the most dominant. On the campus, greater student power in decision making continues to engross the vast majority of students. Other major issues on which more than half the students might become mobilized include protection of the consumer, elimination of poverty, provision of compensatory education programs, control of firearms, and reform of abortion laws.

Even though draft laws and drug laws have been revised to some degree in recent months, they remain latent issues. Students' attitudes regarding draft reform and the legalizing of marijuana have changed more dramatically in a one-year period than have their attitudes on all the other issues covered in the CIRP surveys. By 1969, fully one-quarter of entering freshmen favored legalizing marijuana, and more than half advocated an all-volunteer army.

In conclusion, compared with their predecessors, the students now entering higher education are more concerned with effecting social change, more oriented toward activism, and more likely to exhibit characteristics which incline them to protest against the status quo. Students are indeed moving toward Sanford's model of "the student of 1980": "[There are] inclinations that the whole universe of students will have moved, and will be moving, in the direction pointed to by the student activists [of the 1960's]. . . . It is not only that many students . . . sympathize with the activists . . . , but [that] they show in less extreme form a similar value orientation " (Sanford, 1968, p. 194). No doubt the issues will change; and many areas have the potential for rallying to action far more students than were involved in the late 1960's. However, protest action may become more passive than it was -- more a matter of obstruction-

ist tactics than of direct action -- as larger numbers of students become involved with social issues. Social criticism and dissent have long been regarded as essential features in any viable and effective educational community. The data presented here indicate that students of the future will maintain this essence, both on the campus and in the greater society.

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